IDENTIFICATION AND ACCEPTANCE OF STRATEGIC TRAINING PRIORITIES

STRATEGIC MANAGEMENT OF CHANGE

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ABSTRACT

This research project resulted in the development and acceptance by key stakeholders of a framework of strategic training priorities for a large urban fire department. The problem was that the department did not possess a set of accepted strategic training priorities. The purpose of the project was to produce a framework of accepted issues and priorities that could be used to focus available resources to achieve goals.

This research employed both historical and action research to address the following research questions. What are the Metropolitan Fire and Emergency Services Board's (MFESB) current training obligations? What training obligations exist for the future? How will priorities be accepted?

The principal procedures employed form part of action research methodology and historical research focused on significant legislation, commissional reports and literatures.

The major outcomes of the research was principally the production of a strategic training priority framework that has been accepted by key stakeholders as a basis upon which to employ available resources to achieve progress towards desired training priority goals.

The recommendations from this research included (a) analysing existing service delivery outputs to determine skill acquisition and maintenance requirements over a time period, (b) similar analysis of planned new service delivery outputs, (c) the formal addressing of identified priorities via a full time project team, (d) continuation of regular stakeholder review meetings during the project planning and working phase, (e) the consultative process be considered for other significant organisational projects, (f) a project management methodology be employed to action issues, and (g) that other researchers explore different approaches to gaining stakeholders acceptance of training priority decisions.

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INTRODUCTION

The Metropolitan Fire and Emergency Service Board (MFESB) operates within a large urban environment in the city of Melbourne, Australia. This environment contains a number of significant features. It is geographically large with an area to provide service within of some 1,200 square kilometres. It has a large population of 3.5 million with some 28 percent of its population coming from a non-English speaking background.

The MFESB in the past few years as a result of external scrutiny focused on productivity issues has broadened service delivery of the organisation by operational staff to encompass emergency medical response and a variety of existing and planned community safety initiatives.

The problem is that as a result of these and other changes the MFESB training department lacks a set of accepted and achievable strategic priorities.

The purpose of this research project is to develop a framework of accepted training issues and priorities that can be used to focus available resources. Historical and action research methods are employed to answer the following questions:

1.   What are the MFESB's current training obligations?

2.   What training obligations exist for the future?

3.   How will priorities be accepted?

BACKGROUND AND SIGNIFICANCE

The MFESB has recently lived through a number of significant experiences that have and will continue to have significant implications for the organisation's training delivery.

The Public Bodies Review Committee report (Parliament of Victoria Public Bodies Review Committee, 1994) examined the organisation in great detail. One of the key issues identified was a decrease in demand for traditional activity and hence an examination of firefighter productivity took place. A key outcome was the acceptance and recommendation for the trial of an emergency medical response (EMR) program in the City of Melbourne. That trial commenced formally in 1998 and concludes in 1999. EMR training is currently ongoing.

A number of enterprise bargaining processes have resulted in formalisation of existing and planned community safety programs under the term Community Safety Model. Appendix B contains a copy of the Community Safety Model roll out. This reinforces existing training needs and identifies new needs for successful delivery of these programs.

A broadened approach to the delivery of emergency response over the past few years has occurred as a result of organisational decision making to provide specialist services and to better respond to the changing nature of emergencies in the community. This approach has seen the development of specialist training programs and qualified operational staff in diverse areas such as; Fire Investigation and Analysis, Dangerous Goods Audit, Hazardous Materials Response, High Angle Rescue, Trench Collapse Rescue, Confined Space Rescue and Water Access Firefighting and Rescue.

National training policy has seen fire services in Australia become early adoptors of the competency based training approach including elements of the national training agenda including qualification frameworks, qualification portability, assessment approaches and recognition of prior learning. The competency approach has focused the organisation on the crucial issues of skill maintenance and appropriate assessment policy and practice to ensure the broad range of skills we ask staff to possess are maintained and able to be used safely.

The nature of the MFESB workforce has been changing over the past 10 years which offers different training challenges. September, 1999 saw the first recruit course graduate in 10 years. Hence, a very 'young' organisation 10 years ago is now in its middle age in terms of a staff profile. The MFESB has also downsized approximately 25 percent from 1,878 operational staff in 1993 to 1,454 in 1999, creating a workforce of minimum safety crewing.

It is important that the research problem and questions are addressed for a number of reasons some of which have been enumerated, however, the critical overriding concern is to ensure the safety of our firefighters who have to deal with ever increasing complexity in their work environment.

This research is related to the analysing organisational change requirement element of the National Fire Academy's *Strategic Management of Change* course.

LITERATURE REVIEW

Literature was reviewed at the National Fire Academy (NFA), the MFESB library and interlibrary loan where appropriate. The focus of the problem and purpose statement is identifying and gaining acceptance for organisational training needs.

The objectives of the MFESB are stated in the *Metropolitan Fire Brigades Act 1958* as follows (Parliament of Victoria, 1997).

The Metropolitan Fire and Emergency Services Board will:

- Provide for fire suppression and fire prevention services in the Metropolitan Fire District;

- Provide for emergency prevention and response services in the Metropolitan Fire District; and

- Carry out any other functions conferred on the Board by the Metropolitan Fire Brigades Act or any other Act (p.10).

The meaning of emergency in legislation is important as it provides a basis on which to ensure the organisation can meet its service delivery obligations. It is defined in the *Metropolitan Fire Brigades Act 1958* as follows (Parliament of Victoria, 1997).

Emergency means an emergency due to the actual or imminent occurrence of an event which in any way endangers or threatens to endanger the safety or health of any person or which destroys or damages, or threatens to destroy or damage, any property or endangers or threatens to endanger the environment or an element of the environment, including, without limiting the generality of the foregoing-

(a) an earthquake, flood, wind-storm or other natural event; and

(b) a fire; and

(c) an explosion; and

(d) a road accident or any other accident (p.2).

The organisation mission statement is "to minimise at an acceptable community cost, loss of life, injuries, and the associated impact on the community, property and the environment of fires and other emergencies" (Metropolitan Fire and Emergency Services Board, 1998, p.2). The MFESB has more formally adopted existing and planned community safety initiatives through different processes. A review was undertaken by consultants of emergency response delivery systems resulting in Government agreed recommendations. KPMG (1997) published the following recommendations:

1. A greater community safety role for the Brigade;

2. A more commercially orientated organisation of operations to increase accountability;

3. Establishment of benchmarking for the cost of services to provide feedback to staff on performance and to act as a drive for organisational improvement. (p.94).

A more recent industrial process produced a three year enterprise agreement with staff represented by the United Firefighters Union. This agreement also gave effect to the community safety direction which will influence training priorities in the future. Metropolitan Fire and Emergency Services Board and United Firefighters Union of Australia (1999) agreed on the following in relation to community safety.

The parties acknowledge the MFESB is uniquely placed to provide a range of community based services which enhance public safety and safety awareness.

These services are broadly based and include both fire and non-fire related activities.

The document attached as Appendix B sets out a range of activities and draft program.

The parties are committed to the progressive implementation of the activities outlined in Appendix B. The sequence and timing of implementation shall be agreed by the parties.

The parties will review any other initiatives as they arise pursuant to clause 9 with the purpose of ensuring the possible implementation of the new initiatives is undertaken in a consultative and pro-active manner ensuring existing resources and delivery standards are maintained. (Clause 21).

Training was also the subject of formal agreement in that "The parties are committed to the delivery and assessment processes of competency based training; and further that such processes will clearly define the skills required by each rank to which this agreement applies" (Metropolitan Fire and Emergency Board and United Firefighters Union of Australia, 1999, Clause 36).

The government policy support for the introduction of Emergency Medical Response (EMR) services stems from a review of the organisation held in 1994 by a government body known as the Parliament of Victoria Public Bodies Review Committee (PBRC). The legislation under which it operates, requires the committee to consider the body with respect to terms of reference which include, "Report to the Parliament whether or not the body should cease to exist, whether or not the body pursues its objects efficiently, effectively and economically and whether or not the structure of the body is suited to the activities it performs" (Parliament of Victoria Public Bodies Review Committee, 1994, p.x).

The committee in its recommendations saw that the Metropolitan Fire Brigade (MFB) should extend its role to include emergency medical response and that any legislative barrier to the Metropolitan Fire Brigade assisting in medical emergencies be removed immediately (Parliament of Victoria Public Bodies Review Committee, 1994, p.102). It also discusses that the MFB and ambulance training colleges must work together in preparing operational procedures and suitable course material and testing and assessment programs. Training would be further facilitated through co-located fire and ambulance stations and in a cost effective way, within the Brigade's resources, using mediums such as Fire Vision (Parliament of Victoria Public Bodies Review Committee, 1994, p.105).

The benefits of a training needs analysis are described fully by Bartram and Gibson (1997) as:

- Investment in training and development will have a focus and direction.

- Priority training needs throughout the organisation will become apparent.

- Appropriate methods for meeting these needs will be identified.

- Training will be systematic and planned but flexible enough to cope with ad hoc requests.

- The benefits of training will be measured against initial costs.

- The contribution training makes to organisational growth and success will be recognised. (p.4).

In undertaking an analysis one needs to consider the perspective one brings to the analysis. Perspectives can range from skill analysis, through situational analysis to organisational analysis (Bartram and Gibson, 1997, p.5).

In a competency based environment the level of performance for a particular job is specified hence an analysis in such an environment will identify competency gaps (Tovey, 1997, p.47).

The outcome of a training needs analysis can be expected to include; specific statements of the problem, any non-training issues, standards of performance required, analysis of alternative solutions (Tovey, 1997, p.48).

The Department of Employment, Education and Training (1989) emphasise that the term training needs analysis means different things to different people and offers a definition for practical use. It describes a difference between two types of analysis. Training needs analysis is concerned with knowledge, skills and attitudes whilst occupational analysis is concerned with jobs, duties and tasks (Department of Employment, Education and Training, 1989, p.5).

Tovey (1997), Bartram and Gibson (1997), Kimmerling (1992), Smith (1992), Department of Employment, Education and Training (1989) and Taylor and O'Driscoll (1998) offer flow charts of processes to deliver training needs analysis. They all provide a focus on a particular need. Bartram and Gibson (1997) and Department of Employment, Education and

Training (1989) importantly provide a focus on macro industry analysis including the external environment.

McClelland (1992) offers a systems approach that is flexible in terms of offering both a hierarchical approach in partnership with an open approach. He discusses that the human resource development industry has been advocating the value of integrating training and development into the strategic planning process but that there is still a great deal of resistance and apathy to such integration. He also points out that a systems approach is appropriate for organisations that require ongoing skill upgrading, where technological change is part of the environment and there is a need to forecast future skill deficiencies.

Taylor and O'Driscoll (1998) discuss the fact that organisations have in spite of developments in theory and research continue a reliance on ad hoc training decisions rather than using more systematic approaches.

Smith (1992) identifies drivers of change as being privatisation, deregulation, quality, globalisation, downsizing, takeovers and mergers and technology. Confronting these issues requires change programs. Drummond (1991) supports the position that a training needs analysis must consider future organisational development as well as development for individuals and groups hence it can be a valuable planning and management tool.

Lundberg (1994) and Curtain (1994) report that the national training reform agenda comprises five main themes; nationally consistent competency based training, national recognition of competencies regardless of how attained, an open national training market, fair participation in vocational education and training and an integrated entry-level training system. It is a prescription for revolutionary change in education and training which poses major challenges to effective policy implementation (Lundberg, 1994).

The literature canvassed informs the identification of current and predicted training priorities. It provides no perspectives or comment on how to achieve acceptance of the outcomes. That process for acceptance in this research will be informed by use of historical experience, a preference for a consultative approach and professional judgement.

PROCEDURES

Definition of Terms

ANTA	Australian National Training Authority
CBT	Competency Based Training
CEO	Chief Executive Officer
Enterprise Bargaining	A process of labour – management contract bargaining
ERP	Enterprise Resource Planning
Fire Vision	An internal microwave technology television system broadcasting to 47 fire stations.
HART	High Angle Rescue Team
HAZMAT	Hazardous Material Response
ISO	International Standards Organisation
MFB	Metropolitan Fire Brigade
MFESB	Metropolitan Fire & Emergency Services Board
NFA	National Fire Academy
RPL	Recognition of Prior Learning

Research Methodology

The desired outcome of the research was to develop an accepted framework that identified the strategic training issues and priorities that can be used to focus available resources

and thereby achieve outcomes that will improve the ability of the organisation to meet its mission.

The research was historical research which considered the available literature and existing organisational reports and strategies in order to gain an appreciation of the current training situation in the MFESB and environmental influences.

The research was also action research in terms of using current understanding and results of research questions to inform the development of an accepted framework that will provide a basis for focused application of limited resources to achieve progress on strategic training priorities. Historical research will inform the results of research questions that will help develop the accepted framework to be found in Appendix A.

Assumptions and Limitations

The research is believed to be straightforward with a focus on pragmatism and practicality in obtaining an acceptance by all stakeholders of the outcome. Hence an assumption is made that all parties have a stake and a real interest in achieving this result. It is believed at this stage to be a realistic and positive view on which to proceed, however, it would be wise to monitor this belief over time to ensure the project remains on track and is not distorted by other agendas.

Action Research Steps

The following action research steps were sourced from the National Fire Academy's *Executive Development* course student manual (National Fire Academy, 1997).

a) <u>Recheck problem statement for clarity and comprehensiveness</u>.

The problem is very clear in terms of the training management group identifying a need to develop the outcome to progress the achievement of a skilled and safe workforce able

to achieve the organisation's mission. It is comprehensive in terms of providing a clear

and accepted framework that embraces need and agreed priorities of stakeholders.

b)   Establish broad goals.

The purpose is to develop an accepted training strategic issue and priority framework for

the MFESB.

c)   Conduct a situational analysis including influencing focus.

This analysis will be found in the answers to research questions section and will be the

result of processes to address research questions. It will also be found in introduction,

background and literature review. A situational force field analysis is provided here.

Assisting Forces	**Resisting Forces**
• Political environment • Labor relations environment • Budget availability • CEO support	• Demand for other project work • Staff availability

d)   Define and prioritise strategies.

The framework will capitalise on assisting forces and will encapsulate the definition and

priority of strategies.

e)   Set objectives.

The priorities will be the subject of action plans to achieve agreed outcomes following

framework acceptance.

f)   Develop step by step action plans for accomplishing each objective.

As for objective setting this will occur at a later stage in the changes management

process.

g)   Implement the plans.

Outside scope of this research project. Plan development and implementation will occur

in the next phases.

h)   Evaluate outcomes.

Outcome of framework acceptance will occur past implementation.

A number of specific processes were used to address each research question. These

processes were chosen pragmatically given the emphasis of the research was action research to

achieve a specific outcome. These processes were checked to ensure that the Change

Management Model steps available in the National Fire Academy's *Strategic Management of*

Change course student manual (National Fire Academy, 1996). The research question processes

were as follows:

Research Question 1. What are the MFESB's current training obligations?

Use of literature review, legislative review, staff discussion, stakeholder consultation and

critical incident review.

Research Question 2. What training objectives exist for the future?

Use of literature review, legislative review, environmental analysis and professional

judgement.

Research Question 3. How will priorities be accepted?

Use of historical experience, consultative approaches and professional judgement.

RESULTS

A strategic training issue and priority framework titled "Training Challenge Priorities"

that has been accepted by stakeholders is provided at Appendix A.

Answers to Research Questions

Research Question 1. The literature provides a number of concrete expectations of the organisation that must be translated into training needs. It is not the purpose of this research to produce a range of specific training needs appropriate to existing mission. Its purpose is to develop a framework of accepted strategic priorities which when project planned and implemented will produce more specific training needs and action plans to meet those needs.

The literature review confirms historical training delivery issues and the emergence of broadened emergency response and community safety program delivery. Significant concerns include the development of a recognition of prior learning (RPL) policy to meet the demands of the national training agenda and make more efficient use of training resources. A redevelopment of assessment policy will be needed to ensure an effective competency based training (CBT) system. A key concern that is directly related to the organisation's ability to deliver services and the safety of our staff is to develop, resource and implement a skills maintenance system. The MFESB has undertaken in recent times such specialised service delivery as emergency medical response (EMR), trench rescue, dangerous goods audit, hazardous material response (HAZMAT), high angle rescue (HART) and confined space rescue amongst others. Technological change has also seen increased training requirements in information technology, new pump equipment, extinguishing media amongst other specific needs.

Research Question 2. An analysis of current trends in the internal and external environment point towards a number of priorities that must be addressed for the future. They distill down to ensuring that the appropriate mechanisms are in place to capture the skills acquisition and skills maintenance needs into the future. The time frame of this process is five to

ten years which points out the need for an iterative process to be programmed into training

managements key result areas along with other key review and analysis tasks.

The internal environment sees a need for a quantitative and qualitative analysis of future

workforce demands including numbers and entry skill profiles. This analysis is currently in

process with broad results available at the time of writing available for consideration.

A new framework that is structured around a review of the Australian Fire Competencies

(AFC) is deemed to be necessary in view of recent and forecast service delivery changes.

This framework in light of the national training agenda elements of competency

identification, assessment, maintenance and pathways of competency acquisition as described by

Curtain (1994) requires a reassessment of existing training delivery methodology. Different

possible methodologies include use of intranet and multimedia, RPL from other training,

workplace delivered training, workplace self managed learning and use, use of mentors amongst

other possibilities. Providing access to a range of methodologies and flexibility of access for

firefighters will form part of such a review.

Consequent to a review of methodology it is considered that we need to review the role of

trainers, assessors and the level and nature of training support needs for new methodologies.

The Australian National Training Authority (ANTA) has recently reframed its approach

to a national CBT based approach to vocational training that has seen the opening up to all

comers the ability to be classified as a registered training organisation (RTO) with the ability to

deliver, assess and issue qualifications pursuant to the national qualifications framework. These

changes require review of our existing and new registration elements to ensure we maintain our

RTO status so that we can issue portable qualifications our staff can take into other fire services

or vocations if they wish.

A skills maintenance policy is seen as a necessary and important precursor to the development and implementation of a skills maintenance program across the organisation. EMR training has seen a proscribed and audited skills maintenance program. It is envisaged that a similar system needs to be put in place in other skill areas to ensure the occupational health and safety of our staff working in environments containing risk.

The implementation of a new framework, new skills and a maintenance program requires a record management system that is comprehensive, intelligent and practical. This need has been communicated to the Business Systems Information Project and a training record system has been part of the tender process resulting in the purchase of an enterprise resource planning (ERP) information technology platform provided by the German SAP company. This record system is planned for delivery in phase 2 of the SAP system implementation in late 1999, early 2000.

The training department is currently certified and operating within the International Standards Organisation (ISO) 9002 regime. Changes in methodology and implementation of a significant program such as skills maintenance will require a review of existing or development of new procedures and management processes to maintain certification.

In association with the investigation of future workforce planning and consequent training needs it has been determined there is a need to consider our existing approach to leadership development training.

A priority that is particularly important to staff in the light of limited promotional opportunities is the influence of specialist qualifications on the promotion process. This will require a partnership review with the union to ensure an accepted and equitable outcome.

Research Question 3. The importance of gaining acceptance by the three key stakeholders of the issues and their priority for addressing is paramount. They are the union

representing employees, senior management and training management. It was decided at the outset to engage in a consultative process that used a consensus process to reach agreement on the outcomes.

A full time project team approach was decided as a key success factor in achieving the outcome. Representation of this small team included a union representative, a training management representative as project leader and a training professional for technical expertise. The Chief Executive Officer (CEO), very importantly in terms of organisational commitment, provided a full time union appointment on secondment to the project team.

Senior training management and the CEO attended regular review meetings to ensure the project team did not suffer any blockages in terms of achieving the desired outcomes. This has also sent strong messages to all stakeholders about organisation commitment to the project.

Following discussion meetings a draft list of current and future priorities was produced for consideration at the review meetings. This draft was finalised and agreed and then a similar process was used to achieve a grouping of priorities. The final document was presented to the organisation's senior management committee which included the CEO and Director of Human Resources who were part of the review process.

The grouping of priorities and deciding which issue to address first was decided considering a number of factors including time criticality, stakeholder interest, safety impact and ease of achievement. This resulted in an alphabetical grouping of priorities which has since been used in implementing the work program.

DISCUSSION

The outcome of the action research has been developed using appropriate results from the research questions. The framework agreed by stakeholders offers a means of progressing in a pragmatic way the issues of importance on training management's agenda.

The literature review reinforced the importance of the outcome in terms of ensuring the needed mechanisms are put in place to ensure the organisation is best placed to meet its service delivery obligations congruently with providing a safe work environment for firefighters.

The research has importantly helped inform in an agreed way how to best apply resources to existing and emerging priorities on the organisation's training agenda. This will enhance existing approaches and features to ensure in terms of efficacy and safety we have a defensible and auditable system of training.

A key issue for this research was to achieve acceptance by stakeholders. Stakeholders included the CEO, senior management and the firefighters union. The importance of this was to achieve ownership and commitment to where limited resources could be best directed. Both the CEO and the Union displayed strong interest, commitment and support throughout the process which was of enormous assistance. The scheduling of a fortnightly review with the CEO and all parties was particularly useful. Union involvement was supported by the provision of a full time representative on the project team. This degree of representation is unusual, as most consultative committees historically have been represented by the Union on a meeting to meeting basis.

RECOMMENDATIONS

1. That the existing service delivery outputs be analysed to determine skill acquisition and maintenance requirements over a time period.

2.   That planned new service delivery outputs be analysed to determine skill acquisition and maintenance requirements over a time period.

3.   That the issues identified in the Training Challenge Priorities document (Appendix A) are addressed formally through a full time project team with ongoing and additional support as identified.

4.   That the process of the Training Challenge Project team continue with regular stakeholder review meetings during the project planning and working phase.

5.   That the model of consultation resulting in acceptance of the Training Challenge Priorities be considered for other significant organisational projects.

6.   That the Training Challenge Priorities be addressed using a project management methodology.

7.   That other researchers explore in more depth the possibility of different approaches to gaining stakeholders acceptance of decisions relating to training priorities.

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APPENDIX A

TRAINING CHALLENGE PRIORITIES

GROUP A:

1.   Review of.
        1.1   RPL Policy
        1.2   Assessment Policies
        1.3   Development of a Skills Maintenance Policy

2.   Inform staff of the future role and direction of training.

GROUP B:

3.   Development and implementation of a Framework for training for Emergency Response.
        3.1   Align AFC modules to ranks
        3.2   I/D additional MFB requirements
        3.3   Determine use of external qualifications within MFB
        3.4   Deem current Firefighter into AFC

4.   Review of Training Delivery Methodology for ER.

5.   Review of trainers, assessors and training support for the organisation.

6.   Establishing RTO requirements in accordance with ANTA specifications.

GROUP C:

7.   Development and implementation of a skills maintenance training program.

8.   Impact of specialist qualifications on promotion.

9.   Role of Training and Education in Quality Assurance.

10.   Training Records Management.

GROUP D:

11.   MFESB training requirements. (Future manpower requirements).

12.   Leadership development training in the MFESB.

APPENDIX B

COMMUNITY SAFETY MODEL ROLL OUT

COMMUNITY SAFETY MODEL - YEAR 1

TASKS	TASK DESCRIPTION	RESOURCES/ STAFF REQUIREMENTS	TRAINING REQUIREMENTS	ESTIMATED COSTS	IMPLEMENTATION TIMEFRAME	COMMUNITY IMPACT	ASSUMPTIONS
Operation Homesafe	On request from community, firefighters would visit and provide household fire and safety advice e.g.:- - location of smoke alarms - fire escape plans - security locks - fire risks, etc.	Development: Responsibility: Primary - Community Safety (formerly Fire Prevention) Secondary SFS. - Corporate Secretary - Emergency Response Delivery Responsibility: - Emergency Response Resources: - Checklist - Handout brochures - Media resource kit - Recording/ Monitoring System Anticipated Task Time: - Maximum 1 hour per visit	- Understanding process/protocols, use of checklist, reporting systems. Video to assist. 2 - 3 hours.	- Video - produced in-house $2,000- Brochure from existing stock. - Checklist for Zone printing budget. - Promotion/ Marketing $2,000	- Select trial Zone - March 99 - Conduct training - April/May 99. - Pilot - May/June 99 - Evaluate July 99. - Expand to other Zones from August 99.	- Increased awareness of home fire safety issues. - Reduce incidence and impact of fires in the community. - Create a closer link between local stations and their community.	- Staff and community buy-in. - Low costs but high returns in local community safety.

COMMUNITY SAFETY MODEL - YEAR 1

TASKS	TASK DESCRIPTION	RESOURCES/ STAFF REQUIREMENTS	TRAINING REQUIREMENTS	ESTIMATED COSTS	IMPLEMENTATION TIMEFRAME	COMMUNITY IMPACT	ASSUMPTIONS
Early Fire Safe	To provide parents of young children and early childhood professionals with the knowledge and basic skills to reduce the incidence of fire, burns and scalds in the 0-4 age group, one of the most at risk groups in the community.	<u>Development Responsibility-</u> <u>Primary</u> - Community Safety (formerly Fire Prevention) <u>Secondary</u> Emergency Response <u>Delivery Responsibility:</u> Community Safety and Emergency Response <u>Resources:</u> - Facilitators Guide and notes - Overheads <u>Anticipated Task Time:</u> - Instruction Phase: 30-45 mins. • Instruction phase could be by Zone staff and/or Community Safety staff.	Instructional session by Community Safety staff to designated stations & crews. Overview of program, facilitators guides and lesson plan 1-2 hours.	Allocation in current - Community Safety (formerly Fire Prevention) budget.	- Training in designated stations commences Sep 08 - Implementation can begin immediately facilitators are briefed	- Low cost but high returns. - Reduction of fire related injuries amongst 0-4 year old group - Better educated carers and early childhood professionals.	- Already happening is an unco-ordinated and informal way. - There is an established need for the program. - Develop Early Fire Safe Stations in each Zone. - Leads to a better prepared community.

COMMUNITY SAFETY MODEL - YEAR 1

TASKS	TASK DESCRIPTION	RESOURCES/ STAFF REQUIREMENTS	TRAINING REQUIREMENTS	ESTIMATED COSTS	IMPLEMENTATION TIMEFRAME	COMMUNITY IMPACT	ASSUMPTIONS
Youth Group Fire Safety Education	To provide youth with the knowledge and basic skills to prevent the incident of fire and to know how to react if a fire occurs e.g. - camping - home - holidays	Development Responsibility- Primary - Community Safety (formerly Fire Prevention) Secondary Emergency Response Delivery Responsibility: Emergency Response Resources: - Facilitators Guide - Students Guide - Assessment Sheets Anticipated SessionTime: 30-45 mins.	Instructional session by Community Safety staff to designated stations & crews. Overview of program, facilitators/students, guides and assessment process 1-2 hours.	Allocation in current - Community Safety (formerly Fire Prevention) budget.	- Training in designated stations commences March 99. - Pilot April/May 99. - Evaluate June 99. - Expand from July 99	- Low cost but high returns. - Reduction of fire related injuries amongst youth groups. - Better educated future adults. - Influence of youths on adults. - Create links between youth groups and local fire station.	- Already happening is an unco-ordinated and informal way. - This is an established need for the program. - Develop Youth Group Safety Stations in each Zone. - Leads to a better prepared community. - Life skills for next generation.

COMMUNITY SAFETY MODEL - YEAR 1

TASKS	TASK DESCRIPTION	RESOURCES/ STAFF REQUIREMENTS	TRAINING REQUIREMENTS	ESTIMATED COSTS	IMPLEMENTATION TIMEFRAME	COMMUNITY IMPACT	ASSUMPTIONS
Adopt a Hydrant	To encourage residents to assist in the maintenance of hydrants located adjacent to their home.	**Development Responsibility:** _Primary_ - Community Safety (formerly Fire Prevention) _Secondary_ Emergency Response **Delivery Responsibility:** Emergency Response **Resources:** - Printed FireSafety InformationSheet. - Media kit information. **Anticipated Task Time:** 10-15 minutes.	- Briefing at local station by Zone staff. 20-30 minutes.	- Allocation in current Fire Prevention budget.	Could commence within two weeks from decision to implement	- Partnership with local community and local fire station. - Reduction in hydrant maintenance time. - Improved access and visibility of hydrants during emergencies.	- Staff and community buy-in. - Minimum impact on hydrant inspecting routine. - Low cost but high returns in local community safety.

COMMUNITY SAFETY MODEL - YEAR 1

TASKS	TASK DESCRIPTION	RESOURCES/ STAFF REQUIREMENTS	TRAINING REQUIREMENTS	ESTIMATED COSTS	IMPLEMENTATION TIMEFRAME	COMMUNITY IMPACT	ASSUMPTIONS
Environmental Monitoring	To provide resources to augment existing EPA resources in environmental monitoring at Fire Stations and/or Fire Station maintenance areas.	Development Responsibility: Primary - Turn Out Project Office Secondary - Emergency Response Delivery Responsibility: Emergency Response Resources: - Monitoring Equipment - Information/ Instruction guides - Recording mechanism Anticipated Task Time: 5-30 minutes dependent on task.	Linked to identification of tasks e.g. - Water Sampling - Air Monitoring EPA would determine and provide necessary training.	Anticipated EPA would provide all equipment and resources.	Subject to negotiation with EPA but anticipate introduction of trial by June 1998.	- Partnership between service providers. - Increase service at minimal costs. - Increased level of environmental monitoring.	- Designated stations only involved. - Specific tasks still to be identified. - Partnering arrangement would be supported by both organisation and Government. - Increases profile of service.

COMMUNITY SAFETY MODEL - YEAR 1

TASKS	TASK DESCRIPTION	RESOURCES/ STAFF REQUIREMENTS	TRAINING REQUIREMENTS	ESTIMATED COSTS	IMPLEMENTATION TIMEFRAME	COMMUNITY IMPACT	ASSUMPTIONS
Adult Multi-Cultural Fire Safety Education	Trained firefighters to deliver Fire Safety Education to students at adult multi-cultural education facilities.	Development Responsibility: Primary - Community Safety (formerly Fire Prevention) Secondary - Emergency Response - Adult Multi-Cultural Educational Services Delivery Responsibility: Emergency Response Resources: Fire Prevention information Anticipated Task Time: 60-90 minutes a session.	Individual training of volunteer staff. Training timeframes vary with program average 3 hours.	Allocation in current - Community Safety (formerly Fire Prevention)	Program could be expanded immediately. Dependent on AMES and local population culture	- Increased awareness of Fire Safety issues for high risk group. - Creates a closer link between community and local fire stations. - Consistent with development of multi-cultural society.	- This would form part of an established English language problem. - Volunteers will have 6/7 years of operational experience to draw on.

COMMUNITY SAFETY MODEL - YEAR 1

TASKS	TASK DESCRIPTION	RESOURCES/ STAFF REQUIREMENTS	TRAINING REQUIREMENTS	ESTIMATED COSTS	IMPLEMENTATION TIMEFRAME	COMMUNITY IMPACT	ASSUMPTIONS
Community Presence	To provide an increased presence in the community by the local Fire Stations.	<u>Development Responsibility:</u> Primary Emergency Response <u>Delivery Responsibility:</u> Emergency Response <u>Resources:</u> - Fire Prevention information. - Media kits. <u>Anticipated Task Time:</u> Dependent on activity.	Within existing capability. • If further needs identified, appropriate training will be provided.	Nil.	Immediate.	- Closer links between community and local fire station. - Increased public image. - Development of partnerships.	- The local fire stations would identify and co-ordinate their own community presence activities. - Activities could include but not be limited to:- - Festivals - Fetes - Community Days

COMMUNITY SAFETY MODEL - YEAR 1

TASKS	TASK DESCRIPTION	RESOURCES/ STAFF REQUIREMENTS	TRAINING REQUIREMENTS	ESTIMATED COSTS	IMPLEMENTATION TIMEFRAME	COMMUNITY IMPACT	ASSUMPTIONS
Fire Ed Grade 6	Extension to Fire Ed Grade Prep. Targeting grade 6 students.	Development Responsibility: Primary - Community Safety (formerly Fire Prevention) Secondary - Emergency Response Delivery Responsibility: Emergency Response Resources: - Material printing. - Resource kits. Anticipated Task Time: 40 mins one off lesson.	- Face to face instruction to staff. - Manual for teachers & firefighters being produced.	Current Fire Prevention budget.	- Pilot complete. - Review ongoing. - Training completed and program operating in Northern and Western - Ongoing implementation	- Closer links between education, community & Fire Stations - Enhanced public image. - Life skills. - Safer community.	- School community support. - Low cost/high returns in local community safety.

COMMUNITY SAFETY MODEL - YEAR 2

TASKS	TASK DESCRIPTION	RESOURCES/ STAFF REQUIREMENTS	TRAINING REQUIREMENTS	ESTIMATED COSTS	IMPLEMENTATION TIMEFRAME	COMMUNITY IMPACT	ASSUMPTIONS
Poison Collection	To partner with other organisations in the management of unwanted materials at designated collection points.	Development Responsibility: Primary - Dangerous Goods Secondary - Emergency Response Delivery Responsibility: Emergency Response Resources: - Collection bins. - Media kits. - Notices. Anticipated Task Time: 1/2 day for small number of designated stations. Bi-annually.	Face to face briefing from Dangerous Goods.	Nil. • All resources already supplied by host agency.	1999	- Closer links between community and local fire station. - Enhanced public image. - Development of partnerships. - Removal of unwanted materials in a safe manner.	- Small number of stations involved. - Fire service & other groups form partnership. - Bi-annual event. - Co-ordinated by other Government agency. - Conducted at pre-determined locations, not fire stations.

COMMUNITY SAFETY MODEL - YEAR 2

TASKS	TASK DESCRIPTION	RESOURCES/ STAFF REQUIREMENTS	TRAINING REQUIREMENTS	ESTIMATED COSTS	IMPLEMENTATION TIMEFRAME	COMMUNITY IMPACT	ASSUMPTIONS
Observed Evacuations	To ensure on an ongoing basis buildings have evacuation procedures in place & procedures are exercised & observed by Brigade personnel.	Development Responsibility: Primary - Community Safety (formerly Fire Prevention) Secondary - Emergency Response Delivery Responsibility: Emergency Response Resources: - Information pack includes. - Recording Mechanism - Procedures manual. Anticipated Task Time: 1.5 hours to oversee and comment on evacuation & procedure.	- Face to face instruction to staff at nominated stations. - Manual outlining procedures & checklist to be developed.	Material printing $5,000.	Training First Quarter 1999 Pilot - March/April 99. Evaluate - May 09. Progressive implementation - Nov. 1999	- Closer links between community businesses and local fire station. - Enhanced public image. - Development of partnerships. - Life skills. - Safer community.	- Business will take advantage of program. - Industry buy-In.

COMMUNITY SAFETY MODEL - YEAR 2

TASKS	TASK DESCRIPTION	RESOURCES/ STAFF REQUIREMENTS	TRAINING REQUIREMENTS	ESTIMATED COSTS	IMPLEMENTATION TIMEFRAME	COMMUNITY IMPACT	ASSUMPTIONS
Hazard Removal	To partner with other organisations in the management of unwanted hazards i.e. - Grass land management - Car bodies - Fire hazards	Development Responsibility: Primary - Emergency Response Secondary - Local Government Delivery Responsibility: Emergency Response Resources: None anticipated. Anticipated Task Time: Dependent upon level of involvement.	- Within existing skills. - Where needs are identified appropriate training will be provided.	Nil.	Trial/pilot - July 99 Review - Sept/Oct. Ongoing implementation - Nov. 99	- Closer links between community and local fire stations. - Enhanced public Image. - Development of partnerships. - Removal of unwanted materials In a safer community & environment. - Fire reduction.	- Local Government buy-In. - Fire Service & other groups form partnership. - Co-ordinated by other Government agencies.

COMMUNITY SAFETY MODEL - YEAR 2

TASKS	TASK DESCRIPTION	RESOURCES/ STAFF REQUIREMENTS	TRAINING REQUIREMENTS	ESTIMATED COSTS	IMPLEMENTATION TIMEFRAME	COMMUNITY IMPACT	ASSUMPTIONS
Accommodation Industry:life risk mitigation program.	Providing life safety audits and advice to special accommodation risks i.e. - Backpackers - CRU's - Boarding houses	Development Responsibility: Primary - Community Safety Secondary - Emergency Response Delivery Responsibility: Emergency Response Community Safety Resources: Generic checklist. Anticipated Task Time: 30 mins. - 1 hour inspection & advice recording.	- Face to face instruction to staff 1 hour - Overview - Checklist - Recording of data	Minimal Costs.	Last Quarter 1999 - Identified occupancies Pilot - Oct. 99 - Review Dec. 99 - Ongoing implementation Feb. 2000	- Closer links between community and local fire station. - Enhanced public image. - Identified risks reduced. - Reduce fires in these types of occupancies.	- Industry buy-in. - Better use of statistical data. - Minimum Impact on policy routine. - Low cost/high return in local CommunitySafety. - Bi-annual event. - Not a business hour activity.

COMMUNITY SAFETY MODEL - YEAR 2

TASKS	TASK DESCRIPTION	RESOURCES/ STAFF REQUIREMENTS	TRAINING REQUIREMENTS	ESTIMATED COSTS	IMPLEMENTATION TIMEFRAME	COMMUNITY IMPACT	ASSUMPTIONS
Programmed Community Education	Delivery of Fire Safety presentations to various groups i.e. - Rotary - Neighbourhood Watch - Apex	Development Responsibility: Primary - Community Safety (formerly Fire Prevention) Secondary - Emergency Response Delivery Responsibility: Emergency Response Resources: - Manual with OH. - List of key community groups - Resource kit. - Key messages. Anticipated Task Time: 30 min. - 1 hour presentation & question time.	ER staff already performing this task	$5,000 Manual improvement	Ongoing expansion of audience and subject matter, .including injury prevention and dangerous goods advice.	- Closer links between community & local fire station. - Enhanced public image. - Specific Fire Safety message to target audience.	- No restriction on access to program - 1 presentation per Station per week co-ordinated by station. - Low cost/high returns in local community safety.

COMMUNITY SAFETY MODEL - YEAR 3

TASKS	TASK DESCRIPTION	RESOURCES/ STAFF REQUIREMENTS	TRAINING REQUIREMENTS	ESTIMATED COSTS	IMPLEMENTATION TIMEFRAME	COMMUNITY IMPACT	ASSUMPTIONS
High Risk Building Inspections	Inspection of high rise buildings such as:- - Childcare centres. - Nursing homes.	<u>Development Responsibility:</u> Primary - Community Safety Secondary - Emergency Response <u>Delivery Responsibility:</u> Emergency Response <u>Resources:</u> Resource Manual. <u>Anticipated Task Time:</u> 1 hour inspection & review.	- Attainment of Fire Safety Certificate Level 1 (40 hours self paced). - Assessessment (Zone F/S).	$10,000 Resource manual development & production. Ongoing updates.	Development - Jan. 2000. Pilot - July 2000. Review - Sept. 2000 Ongoing implementation - Jan. 2001	- Enhanced skill of firefighters. - Enhanced public image. - Improved Fire Safety standards in risk buildings.	- Preliminary report provided to Fire Safety. - Life risk issues presented to Council. - Selected personnel only.

COMMUNITY SAFETY MODEL - YEAR 3

TASKS	TASK DESCRIPTION	RESOURCES/ STAFF REQUIREMENTS	TRAINING REQUIREMENTS	ESTIMATED COSTS	IMPLEMENTATION TIMEFRAME	COMMUNITY IMPACT	ASSUMPTIONS
Industrial/ Commercial Storage Facility Audits	Inspections/ audits of major industrial/ commercial storage facilities.	Development Responsibility: Primary - Community Safety Secondary - Dangerous Goods - Emergency Response Delivery Responsibility: Emergency Response Resources: - Information Kit - Legislative documents - Document recording facility - Key contact list - Procedures/ Protocols Anticipated Task Time: To be determined.	Phase 1 - Attainment of Certificate Level 1 (40 hours self paced) Phase 2 - Secondment to Dangerous Goods Department minimum 6 weeks.	Phase 1 Manuals $10,000 Resource Kit (unspecified)	2000 onwards.	- Enhanced skill of firefighters. - More frequent Inspections. - Develops partnerships with other agencies. - Expands organisations expertise. - Partnerships with Industry.	- Selected personnel 80 - Lead up to training to commence 1999.

COMMUNITY SAFETY MODEL - YEAR 3

TASKS	TASK DESCRIPTION	RESOURCES/ STAFF REQUIREMENTS	TRAINING REQUIREMENTS	ESTIMATED COSTS	IMPLEMENTATION TIMEFRAME	COMMUNITY IMPACT	ASSUMPTIONS
Health & Safety Organisation Inspections	Provide support to Workcover Authority for Dangerous Goods Inspections.	Development Responsibility: Primary - Dangerous Goods Secondary - Emergency Response Delivery Responsibility: Emergency Response Resources: - Information kit. - Legislative documents. - Document recording facility. Anticipated Task Time: To be determined.	Phase 1 Attainment of Certificate Level 1 (40 hours self paced). Phase 2 Secondment to Dangerous Goods Department (minimum 6 weeks).	Phase 1 - Manuals $10,000 Resource kit (unspecified)	2000 onwards	- Enhanced skill of firefighters. - More frequent inspections. - Develops partnerships with other agencies. - Expands organisations expertise.	- Selected personnel 12 - Lead up training to commence 1999.